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ABSTRACT

The founders of Expeditionary Learning Outward Bound drew on the metaphor of a wilderness expedition to develop a framework for curriculum design. During "learning expeditions," teachers and students pursue long-term intellectual investigations build around significant projects and performances. The investigations take students out into the world and bring the world into the classroom, and they often provide students with opportunities to serve the wider community. This book assembles the stories of teachers who, for the past several years, have been immersed in creating and teaching curriculum that takes the form of such expeditions. The 12 stories were written by teachers to serve as the starting point for ongoing conversations about developing purposeful, intellectually rigorous investigations. The introduction highlights some of the key elements of an expeditionary curriculum: creating strong connections to the outside world, joining relevance and complexity, using reflection and assessment, and setting high standards. The appendix highlights the design principles of Expeditionary Learning Outward Bound and provides information on the program. (LMI)

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